



Literacy, Unit 1: Persuasive Communication

Tolleson Union High School District

Unit Information

Title:	Persuasive Communication		
Grade Level:	9 th grade	Time Frame:	8 weeks
Unit Designer(s):	IRRE, 2010; Susan Carmody, 2012	Other:	
Unit Summary:	Students will explore persuasion through reading, writing, and speaking. By exploring persuasive writing, students will develop an understanding of how authors craft their argument with interesting openings and persuasive strategies. After applying basic principles of persuasion through a debate, students will begin to explore problem-solution relationships and see how persuasion may be used to convince others to adopt a solution to a particular problem through the presentation of a proposal.		

Stage 1: Desired Results

Prioritized Standard(s): Which standards does this unit address?

Reading Informational Text

Code	Standard
9-10.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
9-10.RI.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
9-10.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Writing

Code	Standard
9-10.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
9-10.W.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
9-10.W.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
9-10.W.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
9-10.W.1e	Provide a concluding statement or section that follows from and supports the argument presented.
9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
9-10.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
9-10.W.10	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Stage 1 Continued

Speaking & Listening

Code	Standard
9-10.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
9-10.SL.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issues to stimulate a thoughtful, well-reasoned exchange of ideas.
9-10.SL.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
9-10.SL.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others in the discussion; and clarify, verify, or challenge ideas and conclusions.
9-10.SL.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
9-10.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
9-10.SL.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
9-10.SL.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
9-10.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

Code	Standard
9-10.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
9-10.L.1a	Use parallel structure.
9-10.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Enduring Understandings: *What are the "big ideas" this lesson addresses?*

Thematic Understanding(s):

- High school students can advocate for their point of view and affect change by researching their beliefs to find support for them, using persuasive language, and speaking with a tone appropriate for their audience.

Content Question(s):

- When I have the end goal in mind, I will be more successful along the way.
- Persuasive writers and speakers use a variety of strategies to hook their readers/listeners and prove their argument.
- Critical readers annotate text and ask and answer questions as they read.
- Writers and speakers must adjust their language and tone for their audience.
- Collaboration improves the work of individuals.

Stage 1 Continued

Essential Questions: *What are the essential questions this lesson addresses?*

Thematic Question(s):

- How can high school students advocate for their point of view and take responsibility for affecting change?

Content Question(s):

- How do expectations affect performance?
- How do effective writers and speakers express their opinions?
- What do good readers do to gain a deep understanding of the text?
- How is written language different than spoken language?
- How can I function as part of a team?

Knowledge: Students need to know:

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Skills: Students need to be able to:

- Annotate and answer questions while reading an article using the Question-Chunk-Annotate (QCA) strategy
- Write a concise summary of an article, including the main idea and details
- Use an anecdote related to an assigned topic to grab the reader/listener's attention in an introductory paragraph/opening statement
- Identify an author's point of view and frame of reference and explain how the author supported that point of view
- Write an argument with support for an assigned point of view/frame of reference
- Use compare/contrast and addition transitional words and phrases to show the connection between reasons and evidence
- Make eye contact and speak at an appropriate volume in presentations
- Interpret and create charts and graphs that support an idea given in text

Stage 2: Acceptable Evidence

Diagnostic Assessment: What evidence will the teacher use to determine if students are ready to learn the new content?

Course Pre-Assessment: Artifact Collection & Presentation

In an effort to define literacy, students will explore the concept of literacy by collecting and analyzing examples of literacy. In a collaborative group, students will develop a definition of literacy, using their artifacts as evidence supporting their definition. Students will present their findings to the class.

Teachers will use the course pre-assessment as a diagnostic assessment for this unit. From the pre-assessment, the teacher will identify gaps in understanding of literacy, as well as the presentation and collaboration skills requiring the most work. The teacher may scaffold lessons in Unit 1 according to needs identified through the pre-assessment.

Summative Assessment: How will the students ultimately demonstrate understanding of this unit?

Mid-Unit Assessment: Debates

Students will work collaboratively to develop an understanding of a relevant topic and collect information for their argument. Students will craft opening statements and arguments with relevant details that support the expressed opinion. Students will apply compare/contrast and addition transitional words and phrases to clarify the relationships between their ideas, and present these ideas by participating in a debate on their topic.

End of Unit Assessment: Proposal

Students will expand upon the topic they focused on during the debates by examining a solution for their problem. Together, teams of students will identify money-based solutions to their problems and develop proposals for solving the problem with \$100,000. Ultimately, teams will present their proposals, competing against others with the same problem for the money.

Formative Assessment: How will the teacher check for understanding and adjust instruction throughout the unit?

Stage 3: Learning Plan

Lesson 1

Use question-chunk-annotate and graphic organizer while reading a persuasive text to identify the main idea and detail. Write a concise summary of the article. Refine the summary through collaborative conversation.

Lesson 2

Use a data set to examine models of anecdotes as an introductory strategy. Draft an anecdote related to an assigned topic. Present anecdote orally to a small group. Provide feedback to peers on the effectiveness and relevance of the anecdote to introduce a particular opinion, as well as basic presentation skills of eye contact and appropriate volume.

Lesson 3

Use question-chunk-annotate and graphic organizer while reading two persuasive texts to compare and contrast the differing points of view, identify the frame of reference, and explain how the author developed the ideas. Draft the body of an editorial, using relevant development of ideas, to align to an assigned role, as a continuation of the topic for which the student wrote the anecdote.

Lesson 4

Use mentor texts to identify and understand why the author uses compare/contrast and addition transitional words and phrases in persuasive text to show the relationship between the argument, reasons, and evidence. Revise editorials to include appropriate transitional words and phrases.

Lesson 5

Engage in a “hot seat debate” to practice presenting ideas orally with appropriate presentation skills (eye contact and volume). Provide feedback to peers on the relevance of their evidence, as well as their basic presentation skills.

DEBATES (MID-UNIT ASSESSMENT)

Lesson 6

Use structured note-taking to learn about a problem-solving process. Annotate an article/sample proposal to identify the problem it presents, the cause(s) of the problem, potential solutions for the problem, and the impact of those solutions. Apply the problem solving process to an assigned topic.

Lesson 7

Use a data set to understand that money can be a solution to problems. Identify potential money-based solutions to assigned problem and create a budget. Use mentor texts to understand the use of charts and graphs to illustrate an idea presented in text. Create a chart or graph to illustrate the budget for the solution.

Lesson 8

Use mentor texts and picture inductive model to identify persuasive strategies, including an additional attention grabbing strategy, comparisons, ethos, pathos, and logos. Apply a persuasive strategy to the draft solution.

MODEST PROPOSAL (END OF UNIT ASSESSMENT)

Differentiation Notes

How will the teacher meet the needs of diverse learners? (e.g., learning styles, special populations, remediation/enrichment)

Texts & Other Resources

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